

**Mission Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mission Elementary School
Street	36825 Foothill Rd.
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.3524
Principal	Dr. Jinane Annous
Email Address	jannous@missionusd.org
Website	<a href="https://sites.google.com/a/missionusd.org/mission/home">https://sites.google.com/a/missionusd.org/mission/home</a>
County-District-School (CDS) Code	27660846026157

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Mission Union Elementary School District
Phone Number	831.678.3524
Superintendent	Dr. Jinane Annous
Email Address	jannous@missionusd.org
Website	<a href="https://sites.google.com/a/missionusd.org/mission/home">https://sites.google.com/a/missionusd.org/mission/home</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### Principal's Message

Mission School is deeply rooted in tradition. Many of the students come from families that have generations of family members, both immediate and extended, who attend or have attended Mission School. Faculty and staff work together to provide diverse and challenging opportunities so that students are nurtured as individuals and as members of the community. The teachers provide interesting, creative and challenging lessons that bring out the best in each student. We work daily to encourage behavior and interaction that is respectful and safe. Students are recognized every trimester for citizenship, responsibility, caring, fairness, respect, trustworthiness, self-improvement, academic achievement, athletic achievement and attendance.

Parent participation, in conjunction with a motivated and determined staff, are the foundations to our success both inside and outside the classroom. Our PTO provides funds that support teachers in and out of the classroom. They sponsor key educational field trips to enhance the science and history curriculum. On alternating years they sponsor science camps. One year the fifth and sixth grade class attends a four day camp at Camp Ocean Pines in Cambria California. The following year the seventh and eighth grade class attends a four day camp at Yosemite. In addition to key field trips, they sponsor our Grandparent's Day, Thanksgiving Feast and our Fun Day the last day of school. Through their efforts we continue to provide students with a diverse and rich educational experience.

The Mission Union School District completed the new construction of six classroom buildings in the spring of 2009 and the modernization of the old buildings in the fall of 2009. The generosity of a local benefactor has provided Mission Union School District with funds to employ full time music and art programs since 2009.

#### SCHOOL PROFILE

Mission Union School District is a one-site district situated in the quiet agricultural community of Soledad. Located in Monterey County, approximately 25 miles south of Salinas, Soledad was originally founded as a Spanish mission town in 1791.

Mission School Provides students with a traditional curriculum that includes the integration of hands-on projects to apply lessons learned in real-world contexts. The school’s small size allows for teachers to provide each student with individual attention to ensure academic success. During the 2019-20 school year, 126 kindergarten through eighth grade students were enrolled at the school.

**MISSION STATEMENT**

Our mission is to provide every student enrolled at Mission School access to a challenging and comprehensive curriculum presented by a passionate and dynamic staff in a learning environment that emphasizes enthusiasm, responsibility and respect. We are dedicated to the principle that what is taught here is not an education, but the means by which to become educated.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	14
Grade 1	15
Grade 2	16
Grade 3	13
Grade 4	12
Grade 5	11
Grade 6	19
Grade 7	12
Grade 8	13
<b>Total Enrollment</b>	<b>125</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Asian	2.4
Filipino	0.8
Hispanic or Latino	80.8
White	14.4
Two or More Races	1.6
Socioeconomically Disadvantaged	22.4
English Learners	16.8
Students with Disabilities	3.2
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8.0			
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: June, 2019

The Mission Union School District held a Public Hearing on September 11, 2019 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned text and materials are reserved both for use in the classroom and to take home.

The district is in the process of completing the adoption of CCSS curriculum. MUSD adopted mathematics in the 2015-16 school year and is currently in the process of adopting ELA for the 2017-2018 school year. Textbooks currently in use (as of July 1, 2016) at Mission School are displayed in the chart.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmarks education company 7-8 Houghton Mifflin	Yes	0.0
Mathematics	K-8: Houghton Mifflin Hard Court	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	K-5: MacMillan/ McGraw Hill 6-8: Prentice Hall	Yes	0.0
History-Social Science	K-5: Pearson Scott Foresman 6-8: Holt, Rinehart & Winston	Yes	0.0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Mission School was originally constructed in 1977, with a new 6 classroom building added in 2009. Mission School is comprised of 9 classrooms, a multipurpose room, three mobile computer labs, a library, and one playground.

### Cleaning Process

The district governing board has adopted cleaning standards for the school. The Superintendent/Principal works routinely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District Superintendent/Principal and maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order log is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were in working condition.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	40	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	31	N/A	31	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site



## Opportunities for Parental Involvement (School Year 2020-2021)

The parents of Mission students are actively involved in all aspects of their child's education, which greatly benefits the child as well as the school as a whole. Parents may join the Parent-Teacher Organization (PTO), which holds many fundraisers each year and organizes parent volunteers in classrooms and for field trips.

Parents who wish to participate in Mission School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (831) 678-3524.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Mission School's Site Safety Plan is revised annually in the fall by the principal. The Safety Plan focuses on student and staff safety, as well as disaster procedures. All staff members have copies of the plan and any revisions are communicated annually.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake preparedness and fire drills are held each month on a rotating basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Safety of students is a priority of the school staff. Students are supervised throughout the day by staff members and three instructional aides. There is a designated area for student drop-off and pick-up in front of the school. Visitors to the school must register at the office, where they receive identification badges that must be displayed at all times.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	1			15	1			14		1	
1	15	1			16	1			15	1		
2	15	1			15	1			16			1
3	9	1			13	1			13	1		
4	22		1		12	1			12	1		
5	12	1			19	1			11	1		
6	15	1			13	1			19	1		
Other**									50		2	2

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,256	2,767	7,862	67,258
District	N/A	N/A	7,862	\$62,869

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	6.7
<b>State</b>	N/A	N/A	\$7,750	\$71,448
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.4	-6.0

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

In addition to general fund state funding, Mission Union School District received funding for the following categorical, special education, and support programs:

- Title II, Part A - Teacher Quality
- Rural Education Achievement Program

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,586	\$46,965
<b>Mid-Range Teacher Salary</b>	\$61,543	\$67,638
<b>Highest Teacher Salary</b>	\$75,448	\$88,785
<b>Average Principal Salary (Elementary)</b>		\$112,524
<b>Average Principal Salary (Middle)</b>		\$117,471
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$115,210	\$128,853
<b>Percent of Budget for Teacher Salaries</b>	35.0	30.0
<b>Percent of Budget for Administrative Salaries</b>	8.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	12	12

As part of the growth process, opportunities for training and staff development are provided at both the site and various outside locations for administrators, teachers, and classified staff. The district offered three days of staff development annually for the last four years. We developed a Professional Development Plan in order to account for the one time Mandated Costs reimbursements from the state in the 2019-2020 school year. Furthermore we have added one minimum day per month to implement needed professional development. The monthly minimum days will be used to professionally develop teachers in technology, reading, STEAM and writing. The county team will work with the administration on implementing the needed professional development per the survey the staff took at the beginning of the year. This year online learning has opened the doors for more and much needed technology professional development. The staff is constantly being surveyed to find out about needed areas for growth.